

## Handout 2. LEPG Rubric Placemat: A Quick Reference Tool

Assignment	Core Proposition	Standard Indicator
Jigsaw 1	<b>1: Vision, Mission, and Advocacy</b> Accomplished educational leaders lead and inspire the learning community to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice. These educational leaders advance the mission through collaborative processes that focus and drive the organization toward the vision.	<b>1.1 Shared Vision and Mission:</b> The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.
		<b>1.2 Stakeholder Communication and Engagement:</b> The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.
		<b>1.3 Community Support:</b> The leader leverages community resources to implement and revitalize the school's mission
Jigsaw 2	<b>2: Strategic Leadership for Results</b> Accomplished educational leaders lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others. These dynamic, forward-thinking educational leaders lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.	<b>2.1 Organizational Capacity:</b> The leader builds organizational capacity by developing leadership competency in others.
		<b>2.2 Strategic Management Systems:</b> The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.
	<b>3: Supports for Learning</b> Accomplished educational leaders ensure that each student and adult in the learning community is known and valued. These educational leaders develop systems so that individuals are supported socially, emotionally, and intellectually, in their development, learning, and achievement.	<b>3.1 Support for Students:</b> The leader develops a system to support all students socially, emotionally, and intellectually.

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<b>Jigsaw 3</b>	<b>4: Teaching and Learning</b> Accomplished educational leaders ensure that teaching and learning are the primary focus of the organization. As stewards of learning, these educational leaders lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.	<b>4.1 Instructional Focus:</b> The leader ensures teaching and learning are the primary focus of the organization.
		<b>4.2 Curriculum, Instruction, and Assessment:</b> The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.
		<b>4.3 Supporting Instructional Practice:</b> The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.
<b>Jigsaw 4</b>	<b>5: Culture</b> Accomplished educational leaders inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. These educational leaders build authentic, productive relationships that foster a collaborative spirit. They honor the culture of the students, adults, and larger community, demonstrating respect for diversity and ensuring equity. They create and maintain a trusting, safe environment that promotes effective adult practice and student learning.	<b>5.1 Relationship Building:</b> The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.
		<b>5.2 Respect for Diverse Cultures:</b> The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.
		<b>5.3 Safe Environment:</b> The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.
<b>Jigsaw 5</b>	<b>6: Ensuring Professionalism</b> Accomplished educational leaders are ethical. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These educational leaders establish a culture in which exemplary ethical behavior is practiced by all stakeholders.	<b>6.1 Rational and Transparent Decision-Making:</b> Provides a firm rationale for decision making, considering the needs of the school community.
		<b>6.2 Professional Conduct:</b> The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders
	<b>7: Reflection and Growth</b> Accomplished educational leaders are humble lead learners who make their practice public and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices.  The Accomplished Principal Standards are cast in terms of the collaborative actions that accomplished educational leaders take to advance learning to the highest level for every child: to recruit,	<b>7.1 Self-Reflection and Continuous Improvement:</b> The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement

	engage, promote, and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; to purposefully engage families and the broader community in the school's vision and mission; and, to continuously improve practice through self-reflection.	
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